Kentucky Department of Education

Update on the Implementation of Senate Bill 1 (2009)

Interim Joint Committee on Education
June 10, 2013

Unbridled Learning

Senate Bill 1 (2009)

- New academic standards
- New assessments
- Program Reviews
- Improved professional development
- New accountability system
- Unified plan for improving college/career readiness

Kentucky Core Academic Standards
English/language arts and mathematics

- **Senate Bill 1 (2009) required new standards that:**
  - Focus on the ***"critical knowledge, skills and capacities needed for success in the global economy."***
  - ***"Consider international benchmarks"*** and ***"consider standards that have been adopted by national content advisory groups and professional education consortia."***
  - Are aligned across all levels – elementary, middle, high and postsecondary.

Kentucky Core Academic Standards
English/language arts and mathematics

- **The new standards:**

- Were developed by education experts and state partners.
- Included broad input from Kentucky and other states' teachers, administrators, higher education officials, business and industry, and the staffs of the Council on Postsecondary Education (CPE) and KDE.
- Over 340 teachers and education professionals participated in discussions and negotiations to revise Kentucky's academic standards.

Standards vs. Curriculum
KRS 160.345 / SB 1

Standards

- Are broad statements of WHAT we want students to know/be able to do by a set time.
- Define the 'what' of teaching and learning – but not the how.
- Typically involve multiple skills/reasoning.
- Define WHAT we plan to ensure students have learned at key points in schooling – typically our end of year, high stakes tests focus on these.

Curriculum

- Takes the WHAT and translates it into HOW – typically through a backwards design process that views the STANDARD as the end point, and considers all the steps it will take to get there:
  - Deconstructed Standards
  - Curriculum Maps
  - Unit Development
  - Unit Assessments
  - Materials and Resources

Professional Learning and Support
Regional Leadership Networks

- 550+ English/language arts teachers
- 500+ mathematics teachers
- 600+ school and district leaders

Equity and Access to All Educators – *CIITS*

Continuous Instructional Improvement Technology System

- CIITS is a multi-phase, multi-year project designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky.
- CIITS went live statewide on August 1, 2011.
- In CIITS, teachers are able to access Kentucky Core Academic Standards and access to high-quality, multi-media instructional resources. CIITS contains a lesson planning tool and scheduler to help teachers manage standards-based instruction in their classrooms. Teachers may also share instructional resources they design through CIITS.
- **Log In Data:**
  - **17,679 Teachers**
  - **869 Leaders**
- **Professional Development Logged (PD 360) Access:**
  - **341,368 Minutes (5,689 Hours)**

Equity and Access to All Educators – *CIITS*

Continuous Instructional Improvement Technology System

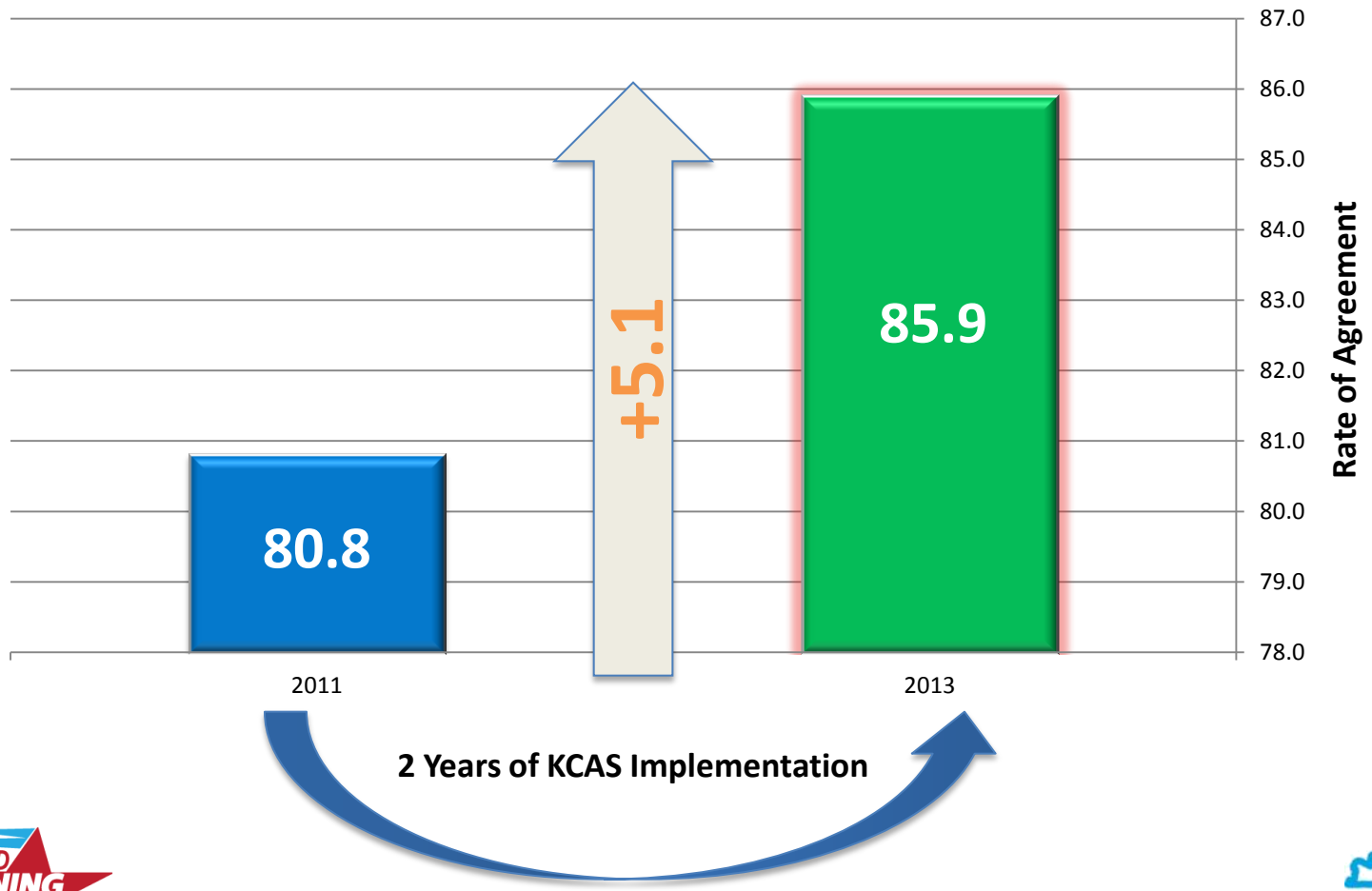
Kentucky Core Academic Standards
English/language arts and mathematics – Timeline

Develop	Adopt	Implement	Assess
May 2009 – KY's participation in Common Core Standards Initiative. • State led with over 340 teachers, leaders, faculty, business and community involved. • Opportunities to provide feedback • KDE calls with content experts.	**December 2009 –** First Review by KBE of 704 KAR 3:303, Kentucky Core Academic Standards. **February 2010 –** The KBE, CPE and the EPSB jointly adopted these Common Core Standards and the Administrative Regulation Review Subcommittee approved. **June 2013 –** KBE adopts resolution reaffirming support.	**Summer 2010 –** Leadership Networks launched. **2010-Present –** Number of Teachers implementing: • Over 1,050 teachers met regionally to deconstruct standards and design instructional resources and curriculum.	Assessment redesign began. **Summer 2010 –** Teachers met to align assessments to new standards. **Fall 2011 –** Field tested new items . **Spring 2012 –** Students were first assessed. **Fall 2012 –** Accountability for the 2011-12 school year on new items aligned to new standards.

Voices from Kentucky Practitioners

TELL KY Data 2013

Shifts in Instructional Practices Showed Highest Rates of Agreement; Second in Growth



TELL KY 2013 Highlights

2 Years of KCAS Implementation

Survey Item	2011	**2013**	2013-2011
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	77.3	**83.5**	+ 6.2
Teachers are assigned classes that maximize their likelihood of success with students.	67.9	**74.1**	+ 6.2
The curriculum taught in this school is aligned with Kentucky Core Academic Standards.	92.0	**97.7**	+ 5.7
Teachers work in professional learning communities to develop and align instructional practices.	84.6	**89.9**	+ 5.3
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	82.4	**86.2**	+ 3.8
Teachers use assessment data to inform their instruction.	92.0	**94.4**	+ 2.2

Senate Bill 1 Goals

… the Council on Postsecondary Education, the Kentucky Board of Education and the Kentucky Department of Education are hereby directed to develop a unified strategy to reduce college remediation rates by at least 50% by 2014 from what they are in 2010 and increase college completion rates of students enrolled in one or more remedial classes by 3% annually from 2009 to 2014.

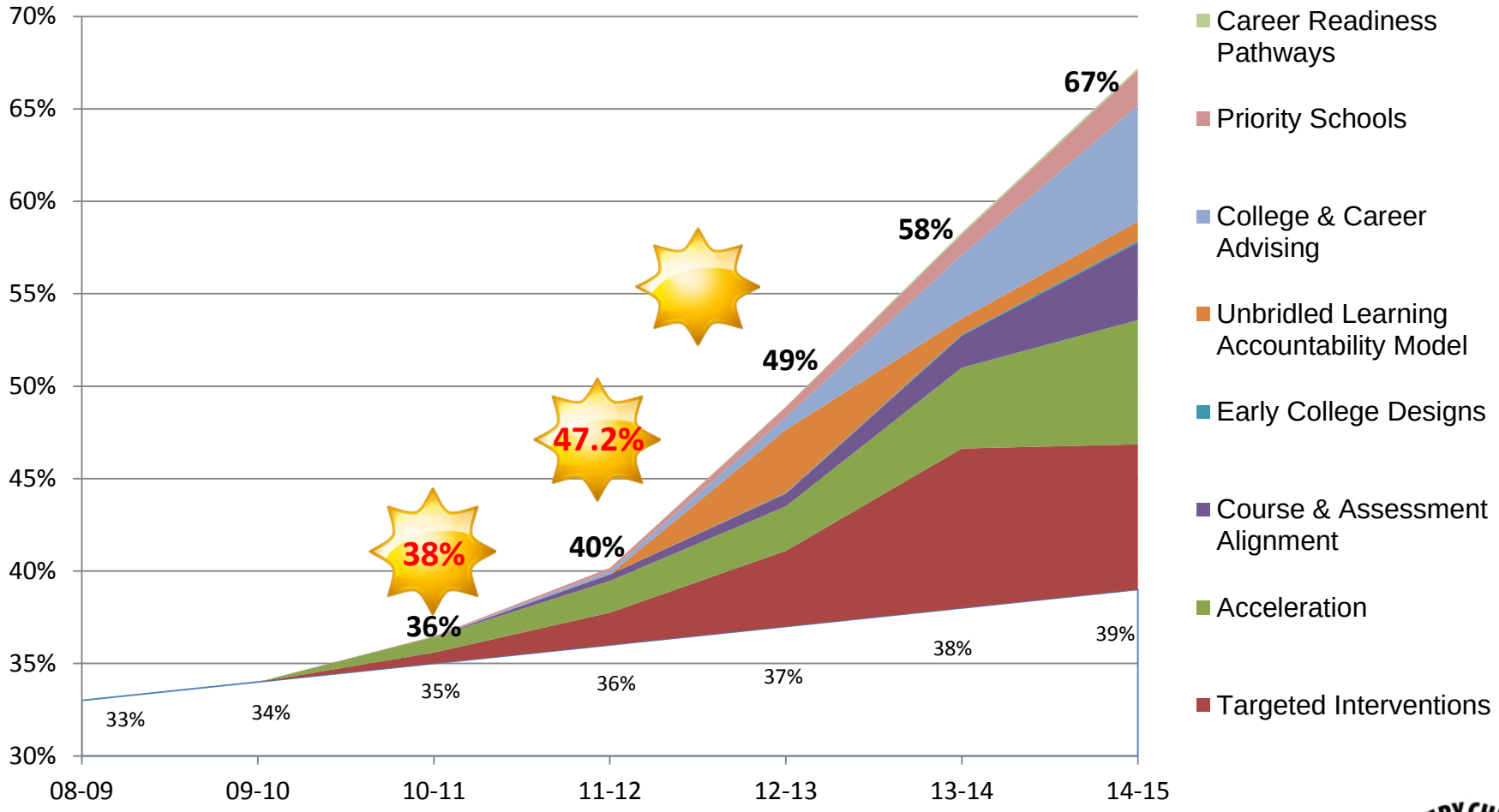
College and Career Readiness Goals

- Increase the Averaged Freshman Graduation Rate from 76% (36,480 students) to 90% (43,200 students) by 2015.
- Increase the percentage of students who are college and career ready from 34% (16,320 students) to 67% (32,160 students) by 2015.

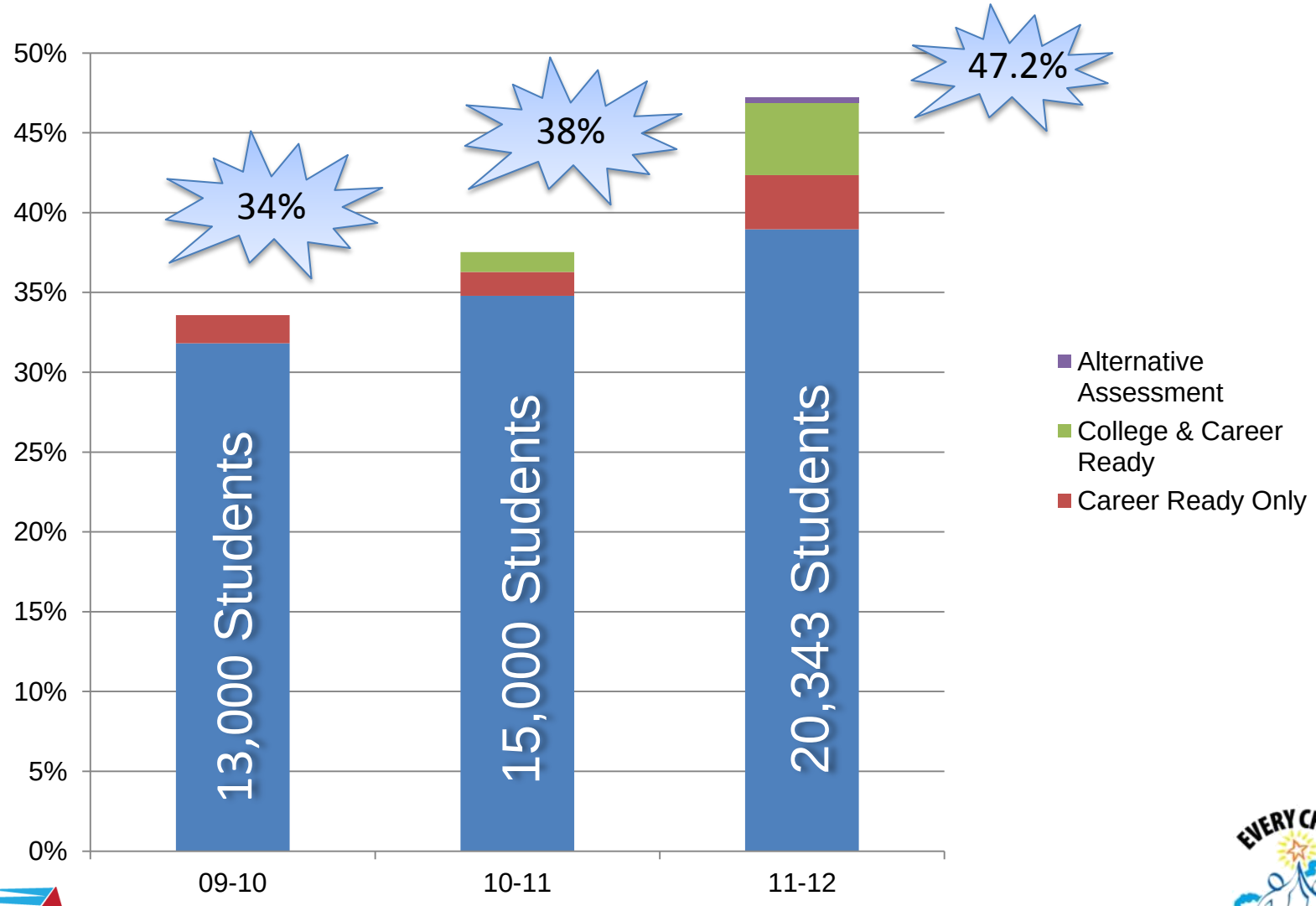
College and Career Readiness Strategies

- Persistence to graduation
- Course and assessment alignment
- Unbridled Learning accountability model
- Targeted interventions
- Career readiness pathways
- Acceleration (AdvanceKY, Project Lead the Way, Early College Designs)
- Academic and career advising
- Priority Schools' interventions

College and Career Readiness Trajectory



Percent Students Meeting College and Career Ready Benchmarks



Voices from the Field
Student Learning: Then and Now

Kentucky Core Academic Standards
Next Generation Science Standards

- **Senate Bill 1 (2009) required new standards that:**
  - Focus on the ***"critical knowledge, skills and capacities needed for success in the global economy."***
  - ***"Consider international benchmarks"*** and ***"consider standards that have been adopted by national content advisory groups and professional education consortia."***
  - Are aligned across all levels – elementary, middle, high and postsecondary.

Kentucky Core Academic Standards
Next Generation Science Standards

- **Shifts**

- Three dimensions integrated (Science & Engineering Practices, Core Ideas, Crosscutting Concepts).
- Standards stated as student performance expectations, many with assessment boundaries.
- Engineering integrated into K-12.
- Increased emphasis on the *practices* of science, not just *content.*

Kentucky Core Academic Standards
Next Generation Science Standards

K.Forces and Interactions: Pushes and Pulls

K.Forces and Interactions: Pushes and Pulls

Students who demonstrate understanding can:

K-PS2-1. **Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.** [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]

K-PS2-2. **Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*** [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1)

Analyzing and Interpreting Data

Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.

- Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2)

Connections to Nature of Science

Scientific Investigations Use a Variety of Methods

- Scientists use different ways to study the world. (K-PS2-1)

Disciplinary Core Ideas

PS2.A: Forces and Motion

- Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2)

PS2.B: Types of Interactions

- When objects touch or collide, they push on one another and can change motion. (K-PS2-1)

PS3.C: Relationship Between Energy and Forces

- A bigger push or pull makes things speed up or slow down more quickly. *(secondary to K-PS2-1)*

ETS1.A: Defining Engineering Problems

- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. *(secondary to K-PS2-2)*

Crosscutting Concepts

Cause and Effect

- Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1),(K-PS2-2)

Connections to other DCIs in kindergarten: **K.ETS1.A** (K-PS2-2); **K.ETS1.B** (K-PS2-2)

Articulation of DCIs across grade-levels: **2.ETS1.B** (K-PS2-2); **3.PS2.A** (K-PS2-1),(K-PS2-2); **3.PS2.B** (K-PS1-1); **4.PS3.A** (K-PS2-1); **4.ETS1.A** (K-PS2-2)

Common Core State Standards Connections:

ELA/Literacy –

RI.K.1 With prompting and support, ask and answer questions about key details in a text. *(K-PS2-2)*

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *(K-PS2-2)*

Mathematics –

MP.2 Reason abstractly and quantitatively. *(K-PS2-1)*

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. *(K-PS2-1)*

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. (K-PS2-1)

Kentucky Core Academic Standards
Next Generation Science Standards – Timeline

Develop	Adopt	Implement	Assess
Summer 2011 – Framework released **September 2011 –** Kentucky accepted as a lead state **May 2012 –** First public draft released **January 2013 –** Second public draft **April 2013 –** Final release of standards	**April 2013 –** First review by KBE of 704 KAR 3:303, Kentucky Core Academic Standards (KCAS) **June 2013 –** KBE adopted the new Kentucky Core Academic Standards for Science **Fall 2013 –** Updated regulation will go to ARRS and then IJC on Education for legislative review.	**September 2013 –** Launch Science Networks	**2014-15 School Year –** Assess new KCAS for Science

ACT QualityCore® End-of-Course Kentucky Online Testing Update

Background

- End Of Course Assessments
  - English II
  - Algebra II
  - Biology
  - U.S. History

- 100% of High Schools Use Score for Grading
  - Addresses student motivation
  - Provides rich set of instructional materials
  - Uses score for local and state purposes

Background

- In 2012, 34% or 59,755 students were successfully tested with the ACT online system.
- Because of the immediate results and other changes to the end-of-course (EOC) assessments, there was an increased interest in the online testing in 2013.
- 65% of schools were planning to use online testing in 2013.
- Over 10,000 students were successfully tested throughout the 2012-13 school year prior to April 29.

Problem

- From April 29 to May 3, ACT ran into significant capacity issues while trying to handle online testing from high schools in Alabama, Ohio, and Kentucky.

- ACT informed KDE on May 3 that they were closing the online system to make repairs.

- KDE decided to require all schools to move to a paper version of the test.

Impact

- Some schools were allowed to complete their tests using the repaired online system starting on May 8. These schools either had partially completed tests in the online system, severe scheduling issues or problems with delivery of paper tests.

- Approximately 2,000 students in 30 schools are known to have had interrupted online test sessions but were able to complete the tests.

Impact (continued)

- Schools converting from online tests to paper administration experienced challenges in rescheduling.

- Local grading policies were reviewed for impact. Some schools revised policies or delayed grade reports.

- 100% of high school students expected to take EOC tests completed testing in the online system or with paper.

Accountability

- KDE, Education Measurement, HumRRO and ACT psychometricians will evaluate the impact of the testing problems on scores for individual students and schools.

- KDE will review accountability scores for the affected schools for appropriate use.

- KDE will contact district staff as this process evolves.

Decisions for the Future

- Two important issues are being discussed:
  - Contractual impact for the 2013 testing program
  - Contractual impact for the 2013-14 school year

ACT QualityCore® End-of-Course Constructed Response (CR) Update

The Call for a New Assessment System

- Senate Bill 1 (SB 1), enacted in the 2009 Kentucky General Assembly, required a new public school assessment program beginning in the 2011-12 school year.

- The legislation allowed, with approval by the Kentucky Board of Education (KBE), an end-of-course (EOC) assessment program at the high school level.

End-of-Course: Dual Purpose

- Instruction
  - Objectives
  - Syllabus
  - Course Outline
  - Instructional Units
  - Formative Item Pool/Benchmark Assessments
- Accountability
  - Student
  - School
  - District
  - State

Issues with State-Administered Constructed Response

- Unable to add instructional value
- Lack of student motivation
- Security of CR items
- Return of CR scores untimely
- Confusion with two different scores
  - Scale Score (MC/MC)
  - Super Scale Score (MC/MC/CR)

Local Administration Instructional Value

- Constructed Response administered locally will render more instructional value.
  - Students, parents, teachers have student work to score and analyze.
  - Teachers can identify strengths and weaknesses in student writing and content.
  - Instruction can be based on current data.

Constructed Response Shift to Local Administration

- Local staff may obtain CR items from various locations:
  - Formative Item Bank (ACT System)
  - Benchmark Assessment (ACT System)
  - Local Source
    - Textbook
    - Locally-developed
    - Open source

Constructed Response Shift to Local Administration (continued)

- Constructed Response will not be part of state-administered assessment.
  - Students will take multiple choice sections for state accountability.
  - Schools will receive Scale Score (MC/MC).

- Constructed Response will be administered at the local level.
  - Local administration and scoring
  - Inclusion in student's final exam grade
  - Instructional value

EOC Results Included in Student Grades

- End-of-course (EOC) test results may be used for a percentage of a student's final grade in the course, as outlined in local policy. If that percentage is less than 20 percent, school districts will submit reports to KDE providing justification.

- KDE has developed a collection tool that is to be completed by December 31 of each year.
    - Percentage used for student's final grade
    - Justification
    - Utilization of Constructed Response items will be added to this survey

Financial Benefit

- Potential savings of $2 million annually.